

**TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING  
OF SMP MUHAMMADIYAH 1 SRAGEN  
IN 2017/2018 ACADEMIC YEAR**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirement for Getting  
Bachelor Degree of Education in English Department**

**by :**

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**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2018**

**APPROVAL**

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Muhammadiyah University of Surakarta**

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TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING  
OF SMP MUHAMMADIYAH 1 SRAGEN  
IN 2017/2018 ACADEMIC YEAR

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on July 2018

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## PRONOUNCEMENT

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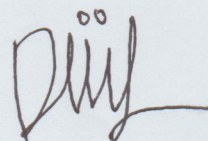
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TEACHING WRITING OF SMP  
MUHAMMADIYAH 1 SRAGEN IN 2017/2018  
ACADEMIC YEAR**

I truthfully testify that there is no plagiarism of the previous literary work which research paper has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta,     Juny 2018

The Researcher



**DITA INDAH CAHYANI**

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## **MOTTOS**

“Do the best and pray. God will take care of the rest.”

“Indeed, Allah will not change the condition of a people until they change what is in themselves.”

Qur'an, 13:11.



## **DEDICATION**

In the name of Allah, I dedicate my research paper to:

- My dearest father and mother,

Joko Siswoyo and Sulasmi

- My beloved brothers,

Andri, Didik and Wisnu

- My lovely friends,

Yuni, Lilis, Evi, Syaiful and Farhan

Thanks for the prayers, support, and endless love. I hope Allah blesses and gathers us in His Heaven.

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4. Prof. Dr. Endang Fauziati, M. Hum., as the supervisor of the researcher.
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**TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING  
OF SMP MUHAMMADIYAH 1 SRAGEN  
IN 2017/2018 ACADEMIC YEAR**

**ABSTRAK**

Dita Indah Cahyani, A320140052. **TEACHER CORRECTIVE FEEDBACK IN TEACHING WRITING OF SMP MUHAMMADIYAH 1 SRAGEN IN 2017/2018 ACADEMIC YEAR.** Universitas Muhammadiyah Surakarta, 2018.

*Penelitian ini bertujuan untuk mendeskripsikan 1) tipe-tipe koreksi yang digunakan oleh guru, 2) fungsi dari koreksi, dan 3) tipe koreksi yang paling dominan digunakan oleh guru. Dalam mencapai tujuan, peneliti menggunakan metode penelitian kualitatif untuk mengumpulkan dan menganalisis data. Penelitian ini bertempat di SMP Muhammadiyah 1 Sragen, untuk memenuhi penemuan, peneliti mengambil 94 siswa sebagai subyek penelitian. Data dari penelitian ini adalah semua informasi mengenai teknik umpan balik korektif yang digunakan oleh guru untuk memperbaiki kesalahan siswa. Peneliti mengumpulkan data melalui observasi di ruang kelas, mewawancarai guru, dan mengumpulkan lembar kerja siswa yang telah di koreksi oleh guru. Hasil dari penelitian ini menunjukkan 1) pada koreksi lisan, guru menggunakan 4 jenis koreksi, sedangkan pada koreksi tertulis guru menggunakan koreksi secara langsung dan tidak langsung (tanpa kode), 2) ada beberapa fungsi dari koreksi, pada koreksi oral (sebagai pedoman manual untuk siswa, memberi motivasi melalui pujian, membantu siswa dalam menganalisis kesalahan), dan pada koreksi tertulis (sebagai pedoman manual untuk siswa, memberi motivasi melalui pujian, membantu siswa dalam menganalisis kesalahan), 3) tipe koreksi yang paling banyak digunakan pada oral adalah permintaan klarifikasi dan pada koreksi tertulis adalah koreksi tidak langsung.*

**Kata Kunci:** Umpan balik, Tipe-tipe umpan balik, kemampuan menulis



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**ABSTRACT**

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This research aimed to describe 1) the types of corrective feedback used by the teacher, 2) the functions of corrective feedback, and 3) the dominant type of corrective feedback used by the teacher. In achieving the objectives, the researcher used qualitative research method to collect and analyze the data. This research took place at SMP Muhammadiyah 1 Sragen. The researcher took 96 students as the subject of this research to fulfill the finding. The data of this research were all of informations regarding to the corrective feedback techniques which were used by the teacher to correct the students' errors. The researcher collected the data through observation in the classroom, interview with the teacher and collecting the students' worksheets which were corrected by the teacher. The result of this research showed that 1) The teacher used 4 types of oral corrective feedback and 2 types of written corrective feedback, namely direct and indirect feedback (uncoded), 2) there were several functions of corrective feedback, oral corrective feedback (as manual directive to the students, providing motivation by compliment, to assisting the students to analyze their mistakes), and written corrective (as manual directive to the students, providing motivation by compliment, to assisting the students in analyzing their mistakes), 3) The dominant type of oral corrective feedback was clarification request, while the dominant type of written corrective feedback was indirect corrective feedback.

**Keywords:** *corrective feedback, types of corrective feedback, writing skill*

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